

### **AMENDMENTS TO THE CLAIMS**

This listing of claims will replace all prior versions and listings of claims in the application:

#### **Listing of Claims:**

1. (Canceled) An apparatus for assisting dyslexic individuals, comprising:
  - a. a binder comprised of a generally rigid material and having a first section and a second section, both sections being pivotably associated with each other by a middle hinge portion;
  - b. means for generating at least one audio sound from a set of a plurality of possible audio sounds in response to an actuating signal; and,
  - c. a plurality of pages associated with said binder, each page comprising a first side and a second side, each said page having a plurality of discrete regions comprising;
    - i) a first region comprising a set of printed instructions,
    - ii) a second region comprising a three-dimensional structural graphic image,
    - iii) a third region comprising a given three-dimensional raised and textured word,
    - iv) a fourth region comprising a guide for pronouncing said word,
    - v) a fifth region comprising a definition of said word,
    - vi) a sixth region comprising a three-dimensional and textured area providing the spelling of said word, and
    - vii) a seventh region displaying a guide for pronouncing said word.
2. (Canceled) The apparatus of Claim 1, wherein said means for generating at least one audio sound comprises a circuit having
  - a. at least one sound generator responsive to a signal;

- b. a plurality of user input interfaces each interface corresponding to a distinct sound or word, each said interface being in electrical communication with said sound generator;
  - c. means for powering said sound generator and said plurality of user input interfaces;
  - d. memory storage means for storing at least one sound or word.
3. (Canceled) The apparatus of Claim 2, wherein said means for powering said sound generator comprises a battery.
4. (Canceled) The apparatus of Claim 2, further comprising a speaker.
5. (Canceled) The apparatus of Claim 2, wherein said input interface comprises an actuatable button.
6. (Canceled) The apparatus of Claim 2, further comprising a housing, said housing being associated with said binder.
7. (Canceled) The apparatus of Claim 1, wherein said word displayed in said third and sixth regions is displayed by said letters being raised in three dimensions from said page.
8. (Previously presented) A method of teaching dyslexic individuals, comprising:
- a. providing an apparatus, comprising,
    - i) a binder comprised of a generally rigid material and having a first section and a second section, both sections being pivotably associated with each other by a middle hinge portion;
    - ii) means for generating at least one audio sound from a set of a plurality of possible audio sounds in response to an actuating signal; and,
    - iii) a plurality of pages associated with said binder, each page comprising a first side and a second side, each said page having a plurality of discrete regions comprising:
      - (1) a first region comprising a set of printed instructions,
      - (2) a second region comprising at least one three-dimensional structural graphic image, said image containing at least one figure,
      - (3) a third region comprising a given three-dimensional word,
      - (4) a fourth region comprising a guide for pronouncing said word,

- (5) a fifth region comprising a definition of said word,
  - (6) a sixth region comprising the spelling of said word, and
  - (7) a seventh region comprising a guide for pronouncing said word;
- b. displaying a particular word of interest;
  - c. actuating one of a plurality of buttons such that said speaker reproduces the sound of said word;
  - d. directing said individual to look at the three-dimensional, raised letters version of said word;
  - e. providing a written guide for the definition of said word;
  - f. directing said individual to look at said three-dimensional structural graphic image;
  - g. directing said individual to identify with the action of said figure in said three-dimensional structural graphic image;
  - h. relating said word with the action of said three-dimensional structural graphic image;
  - i. providing a three-dimensional visual display of raised letters for seeing how said word is spelled;
  - j. providing a written guide for pronouncing said word;
  - k. providing an example of a sentence using said word and related to said three-dimensional image;
  - l. directing said individual to construct at least one sentence incorporating said word and using said definition;
  - m. directing the individual to construct with said individual's imagination an image of the raised letters of said word and projecting it above and in front of said individual's head;
  - n. directing said individual to point to each letter in said individual's imagination image as said individual spells said word backward, and then forward;
  - o. providing a raised letter version of the upper and lower case alphabet;
  - p. providing a raised set of punctuation symbols;

- q. providing a movable eye marker; and,
  - r. providing a plurality of three-dimensional images of pause points of different length associated with three-dimensional bumps to touch and stop eye movement left to right, illustrating the duration of pause at each of said punctuation marks.
9. (Currently amended) ~~The apparatus of Claim 1, further comprising~~ An apparatus for teaching dyslexic individuals, comprising:
- a. a binder comprised of a generally rigid material and having a first section and a second section, both sections being pivotably associated with each other by a middle hinge portion;
  - b. at least one audio sound generator for generating a set of a plurality of possible audio sounds in response to an actuating signal;
  - c. a plurality of pages associated with said binder, each page comprising a first side and a second side, each said page having a plurality of discrete regions comprising:
    - i) a first region comprising a set of printed instructions,
    - ii) a second region comprising a three-dimensional structural graphic image,
    - iii) a third region comprising a given three-dimensional raised and textured word,
    - iv) a fourth region comprising a guide for pronouncing said word,
    - v) a fifth region comprising a definition of said word,
    - vi) a sixth region comprising a three-dimensional and textured area providing the spelling of said word, and
    - vii) a seventh region displaying a guide for pronouncing said word; and,
  - d. a raised set of punctuation symbols spaced across said page.
10. (Currently amended) The apparatus of Claim 9, further comprising a movable eye marker being horizontally slidable across at least a portion of said page so as to focus the user on the particular punctuation symbol of interest and allow the user to move or hold said movable eye marker stationary.
11. (Previously presented) The apparatus of Claim 10, wherein said movable eye marker comprises an elongated length of first material slidably associated with a length of second material, said second material associated with said a portion of said page.

12. (Currently amended) The apparatus of Claim 9, further comprising a plurality of three-dimensional images of pause points of different length associated with three-dimensional bumps to touch and stop eye movement left to right, illustrating the duration of pause at each of said punctuation marks ~~symbols~~.
13. (Canceled) The apparatus of Claim 7, wherein said raised letters are textured.
14. (Canceled) The apparatus of Claim 7, wherein said texture is a velvet-like surface treatment.
15. (Previously presented) An apparatus for assisting an individual in learning how to read, and, in particular, learning to read the rhythm of reading generated by punctuation marks, comprising:
  - a. a raised set of punctuation symbols;
  - b. a movable eye marker comprising an elongated length of first material slidably associated with a length of second material, said second material associated with said a portion of said page; and
  - c. a plurality of three-dimensional representations of pause points of different length associated with raised indicia to touch and stop eye movement as said individual's eyes travel from one point on said page to a second point on said page, said three dimensional indicia illustrating the duration of pause at each of said punctuation marks.
16. (Previously presented) An apparatus for assisting teaching multi-sensory and dyslexic individuals to recognize and use punctuation marks correctly, comprising:
  - a. a plurality of three-dimensional, stationary, textured, raised punctuation symbols representing said punctuation marks, spaced across a page, showing their shape and position along a text line, and associated with at least one three-dimensional, stationary, textured, raised stop and pause markers above said punctuation symbols on said page, said at least one marker having visual indicia that indicate how long to stop at each punctuation symbol; and,
  - b. a movable eye marker comprising an elongated length of first material slidably associated with a length of second material, said second material associated with said a portion of said page whereby said marker can be moved across the page, and stop at each three-dimensional, stationary, textured, raised punctuation symbol for the correct pause or stop before being moved on to the next three-dimensional, stationary, textured, raised punctuation symbol.
17. (Previously presented) The apparatus of Claim 16, wherein said page has a plurality of horizontal lines.

18. (Previously presented) The apparatus of Claim 16, wherein said movable eye marker has a set of visual indicia associated at one end thereof to draw the attention of the student to said movable eye marker.
19. (Previously presented) The apparatus of Claim 18, wherein said movable eye marker set of indicia is at least one visual depiction of a stylized eye.
20. (Canceled) The apparatus of Claim 1, wherein said audio sound provides auditory information regarding the subject word, said auditory information including at least two of the following: the name of said word, pronunciation, spelling, definition, and contextual sentence including said word.
21. (New) The apparatus of Claim 10, wherein said movable eye marker comprises a loop of a first material.
22. (New) An apparatus for teaching dyslexic individuals, comprising:
  - a. a binder comprised of a generally rigid material and having a first section and a second section, both sections being pivotably associated with each other by a middle hinge portion;
  - b. means for generating at least one audio sound from a set of a plurality of possible audio sounds in response to an actuating signal; and,
  - c. a plurality of pages associated with said binder, each page comprising a first side and a second side, each said page having a plurality of discrete regions comprising:
    - i) a first region comprising a set of printed instructions,
    - ii) a second region comprising at least one three-dimensional structural graphic image, said image containing at least one figure,
    - iii) a third region comprising a given three-dimensional word,
    - iv) a fourth region comprising a guide for pronouncing said word,
    - v) a fifth region comprising a definition of said word,
    - vi) a sixth region comprising the spelling of said word, and
    - vii) a seventh region comprising a guide for pronouncing said word;
  - d. a written guide for the definition of said word;
  - e. a three-dimensional visual display of raised letters for seeing how said word is spelled;

- f. a written guide for pronouncing said word;
- g. a raised letter version of the upper and lower case alphabet;
- h. a raised set of punctuation symbols;
- i. a movable eye marker; and,
- j. a plurality of three-dimensional images of pause points of different length associated with three-dimensional bumps to touch and stop eye movement left to right, illustrating the duration of pause at each of said punctuation marks.